Year Six STEM Sentences

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Number and Place Value [NPV]	Number Facts [NF]	Addition and Subtraction [AS]	Multiplication and Division [MD]	Fractions [F]	Geometry [G]	Measurement [M]
I know that ____ is larger/smaller/equal to ____ because ____.

____ tenths have the same value as ____ hundredths.

I need ____ 0.1s to exchange for a whole one.

I know that ____ is bigger than ____ because ____

I estimate that the answer will be larger than ____ because ____.

We can partition this number into ____, ____ and ____

I know that ____ (decimal) is more/less/equal to ____ (fraction) because ____

One million is one thousand thousands.

The ____ represents ____.
The value of ____ is ____ | There are ____ tenths/hundredths/thousandths in this number.

The value of the digit ____ each time it moves to the left/right.

To find 50% of a number, halve it.

To find 10% of a number, divide it by 10.

To find 1% of a number, divide it by one hundred.

____ is between ____ and ____

The previous multiple of one million is ____.

The next multiple of one million is ____.

____ is ____ when rounded to the nearest million.

I can convert tenths to hundredths by multiplying the denominator by ____. | When there are no brackets, division is completed before addition and subtraction.

The mean is the size of each part when a quantity is shared equally.

The mean is the total of the numbers divided by how many numbers there are.

The most efficient way to add these numbers is by ____ because ____

The calculation tells me I need to add/subtract the numbers.

If the column total is equal to ten or more we must regroup.

____ million plus ____ million is equal to ____.

____ million minus ____ million is equal to ____. | If ____% of my number is ____, then I need to multiply it by ____ to find the full amount.

When a number is multiplied by ____ the digits move ____ places to the ____

I know that 3 ones divided by 3 is ____ ones (see images).

I know that if I divide ____ by ____, there will be ____ whole ones and ____ left over.

When a number is multiplied by one thousand, the digits move three places to the left.

When a number is divided by one thousand, the digits move three places to the right.

If one factor is made ten times the size, the product will be ten times the size.

If I double/halve one factor, I must double/halve the product.

If I multiply/divide one factor by ____, I must multiply the product by ____ | I know that ____ fifths are equivalent to ____% because I know ____

In order to convert a percentage to a fraction I must first convert it to a fraction with a denominator of ____

When a whole is divided into a hundred equal parts, each part is one hundredth of the whole.

When a number is divided by ____ the digits move ____ places to the ____

When multiplying unit fractions, multiply the denominators.

To multiply fractions, we can multiply the numerators and multiply the denominators.

____ is equivalent to ____

I can convert a fraction to a decimal by ____

In order to convert a percentage to a fraction, first convert it to a fraction with a denominator of 100. | A ____ is a parallelogram because ____.

A parallelogram is a quadrilateral with opposite sides that are parallel and equal in length.

If the scale factor is greater than one, the shape is made larger. We can say the shape is enlarged.

If the scale factor is equal to one, the shape is the same size.

If the scale factor is less than one, the shape is made smaller. We can say the shape is reduced.

When we move a shape sideways, up or down, we call it translation.

I know that angles in a triangle always add up to 180˚ so the missing angle is ____ | To find the area of a rectangle, multiply the length by the width

To find the area of a parallelogram multiply the base by the perpendicular height.

To find the area of a triangle multiply the base by the perpendicular height and then divide by two.

The length of one of the sides of square is ____. ____ times the length of one of the sides gives us the perimeter.

The ratio of the dimensions of shape ____ to the dimensions of shape ____ is equal to ____ - to - ____.

There are ____ centimetres in ____ metres.

There are ____ grams in ____ kilograms.

There are ____ millilitres in ____ litres.

The volume of a cuboid can be found by multiplying the length by the width by the height. |

Reasoning STEMS		I can check my calculation by using the inverse with ____		I know ____ so I could work out ____		
I know that I need to use ____ for this problem because ____		I estimate the answer to be ____ because I know ____.		I know that this question will have a ____ answer because ____		